



Building Pathways for Parents: Innovation for Work and Education

February 13, 2019



COMMUNITY ACTION PARTNERSHIP

THE LEARNING COMMUNITY

Building Capacity to Increase Impact



THE PROMISE OF COMMUNITY ACTION

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.



COMMUNITY ACTION PARTNERSHIP

THE LEARNING COMMUNITY

Building Capacity to Increase Impact

***Purpose:** The purpose of the LCRC is to analyze Community Action outcomes and identify effective, promising, and innovative practice models that alleviate the causes and conditions of poverty.*

BUILD CAA CAPACITY TO FIGHT POVERTY!

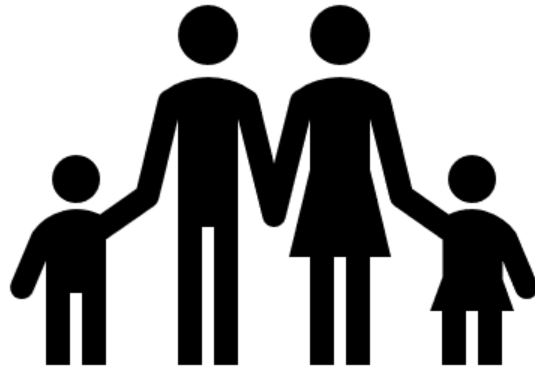
LCRC TEAM



AGENDA

- Opening Remarks and Introductions
- 2 Generation/Whole Family Approach Overview
- Innovative Pathways for Parents
 - *Candee Melin, Director of Children's Services, Parents In Community Action, Inc. (PICA)*
 - *Charley Martin-Berry, Director, Community Caring Collaborative*
- Questions
- Resources

WHAT IS A 2GEN APPROACH?



2GEN APPROACH CHARACTERISTICS

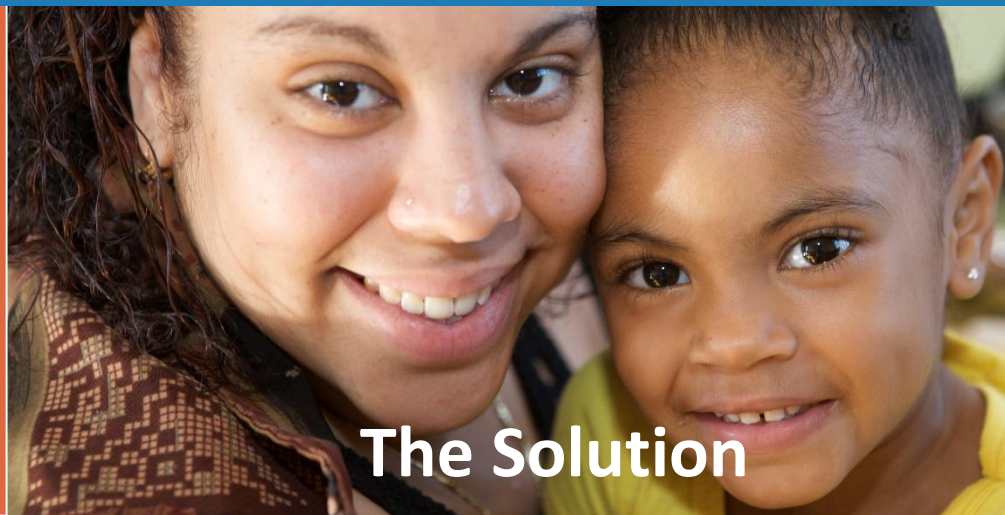
- Family goals shared across programs.
- Goals include outcomes for children, parents and family.
- Alignment of a suite of services for families that respond to their unique needs across a number of domains.
- Easier access to services.
- High quality, intensive, intentional parent and child services at the same time.

WHY 2GEN NOW?



The Need

Fragmented policies and programs that address the needs of children and parents separately leave either the child or parent behind and dim each family's chance at success.



The Solution

Policies and programs that address the needs of *children and their parents together* can harness the family's full potential and put the *entire family* on a path to permanent economic security.



Ascend at the Aspen Institute • March 2018

WHAT HAVE WE LEARNED FROM 2GEN 1.0

- Intentional service integration is critical.
- Quality matters.
- Intensity is important.
- Who is targeted matters.
- How you work with families matters.



2GEN APPROACH FRAMEWORKS

Ascend Two Generation Guiding Principles

1. Measure and account for outcomes for both children and their parents.
2. Engage and listen to the voices of families
3. Ensure equity.
4. Foster Innovation and evidence together.
5. Align and link systems and funding streams

[Source: Ascend, Guiding Principles](#)



A 2Gen Approach Meets the Needs of Children and Parents Together.

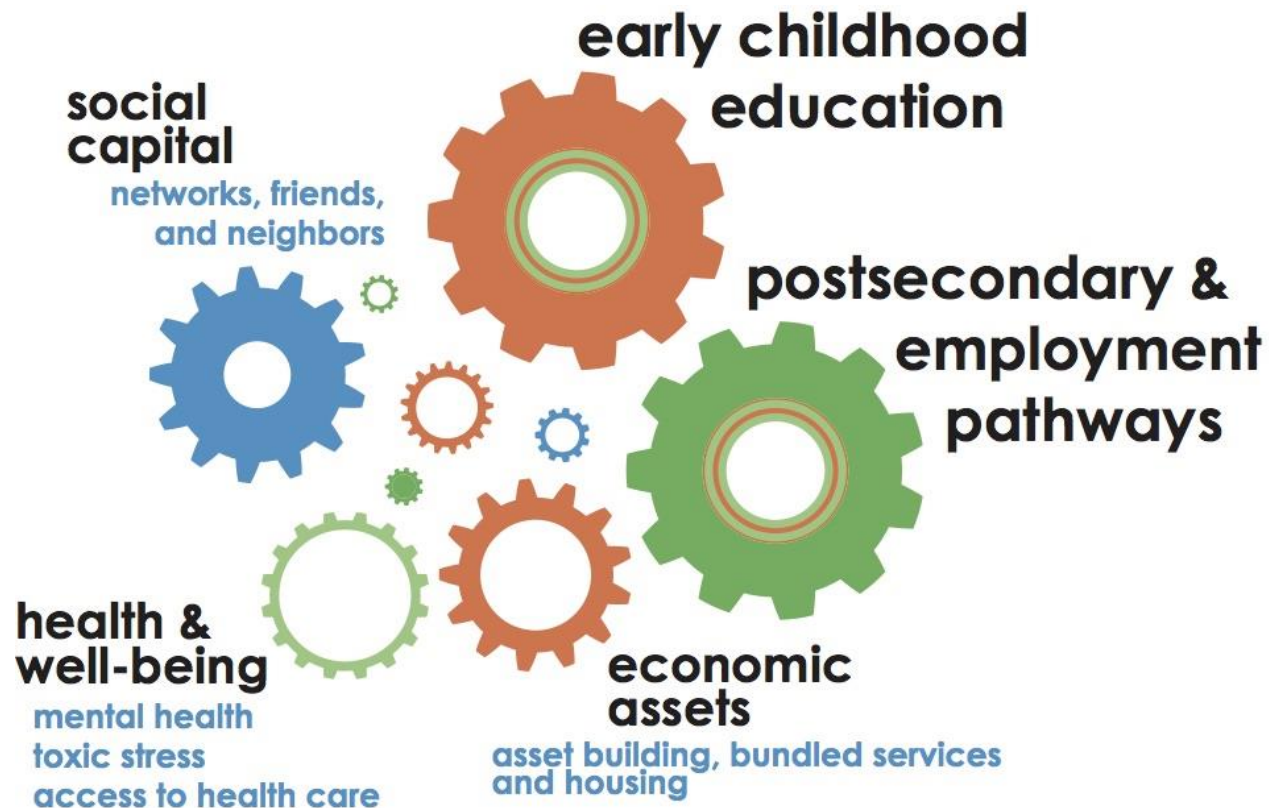
ASCEND 2GEN THEORY OF CHANGE

TWO-GENERATION THEORY OF CHANGE

for an increase in family economic security, educational success, and health and well-being from one generation to the next by 2018.



2GEN APPROACH FRAMEWORKS



[Source: Ascend at the Aspen Institute, Two-Generation Playbook](#)

COMMUNITY ACTION & HEAD START

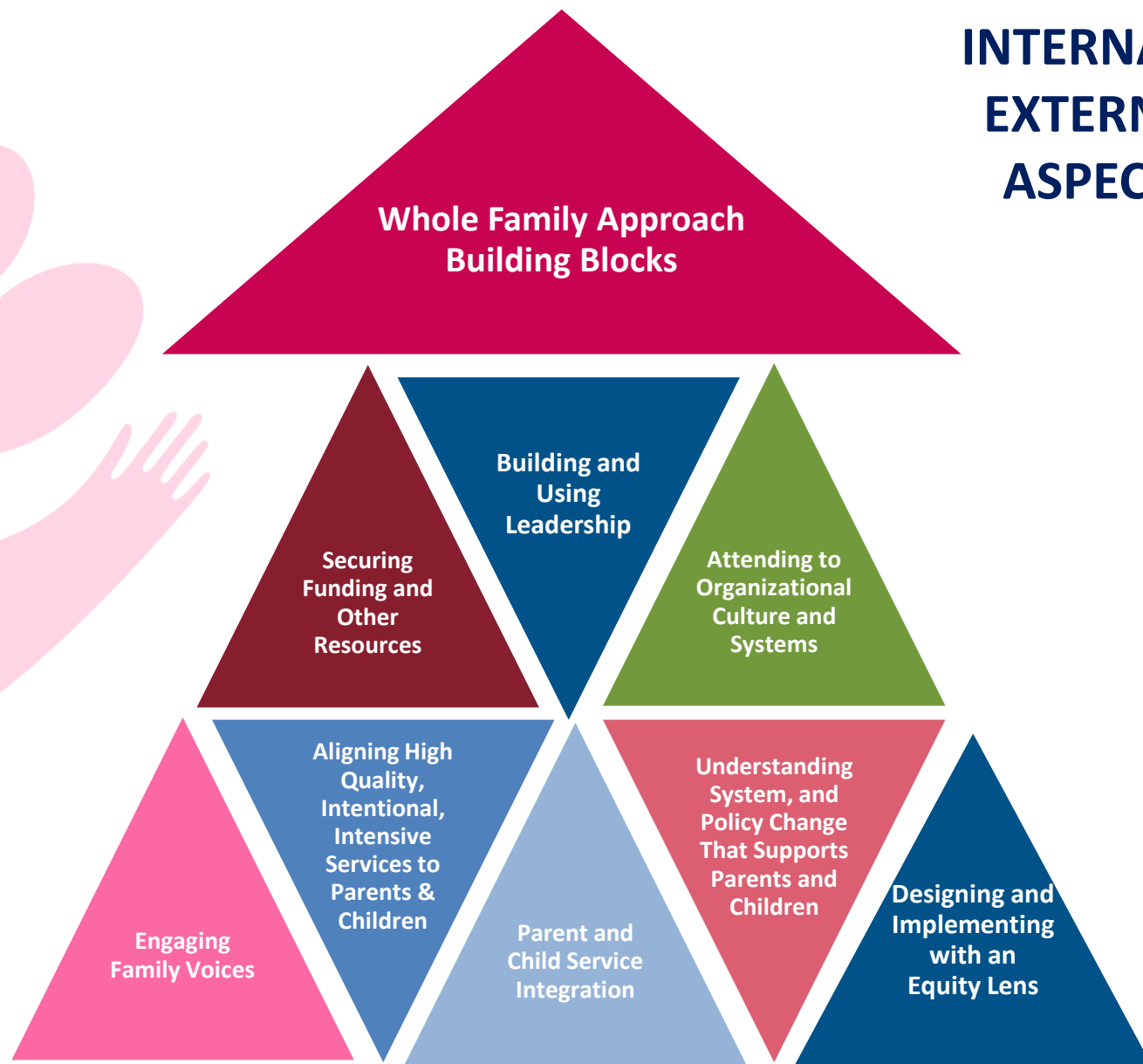
- Since the 1960's, Community Action and Head Start have worked closely together to achieve a shared **mission of breaking the cycle of poverty and moving individuals and families towards self-sufficiency.**
- 50.4% of CAAs run a Head Start Program and 32.7% run Early Head Start.

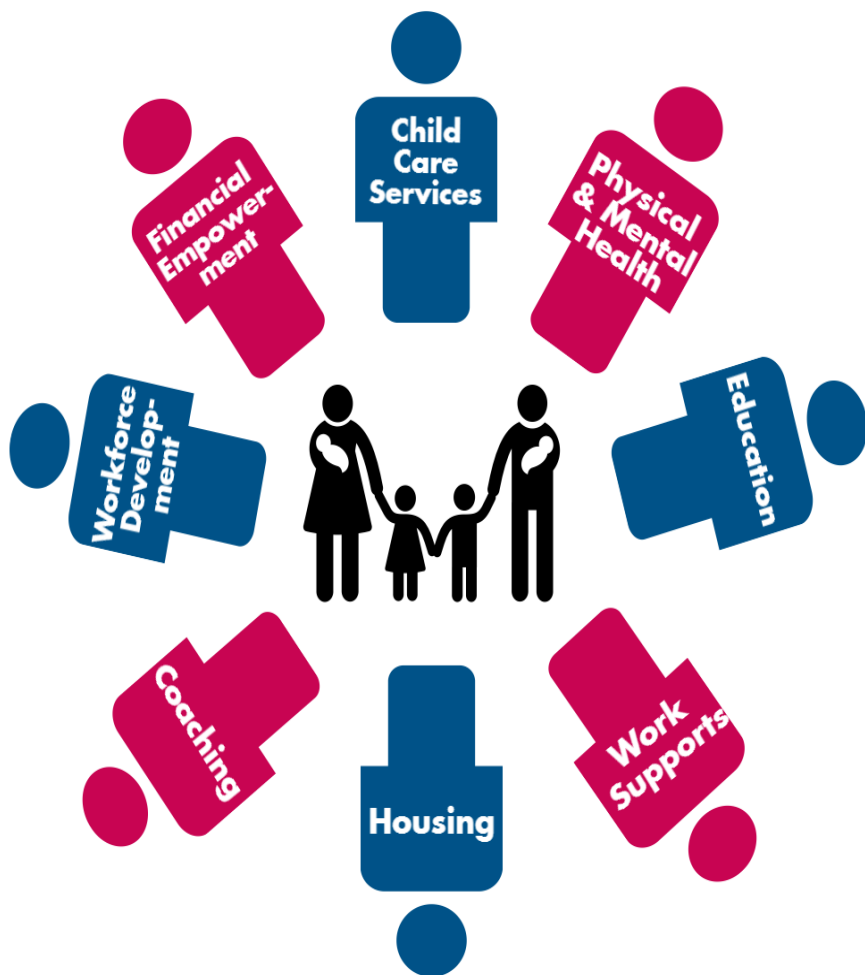
2016 CSBG Information Survey

<http://www.nascsp.org/CSBG/597/CSBG-Annual-Report-and-Resources.aspx>

UNDERSTANDING WHOLE FAMILY APPROACH BUILDING BLOCKS

INTERNAL & EXTERNAL ASPECTS





BUILDING BLOCK 2: ALIGNING HIGH QUALITY, INTENTIONAL, INTENSIVE SERVICES TO PARENTS AND CHILDREN

QUALITY, INTENTIONAL, INTENSIVE SERVICES

- Early Childhood Education
- Postsecondary & Employment Pathways
- Health & Well-Being
- Economic Supports
- Social Capital
- Executive Functioning
- Parenting

QUALITY, INTENTIONAL, INTENSIVE SERVICES

Providing robust and high-quality service offerings for both parents and children.

- Research consistently shows that kids do well when their parents do well – and vice versa.
- Consider the full range of families' needs and identify potential gaps in the level of intention and the intensity of child-focused and parent-focused programming.

PICA Workforce Development Programs

A **two generation** approach designed to increase parent opportunities in entry level jobs both in-house and in your local community

Candee Melin, Director of Children's Services



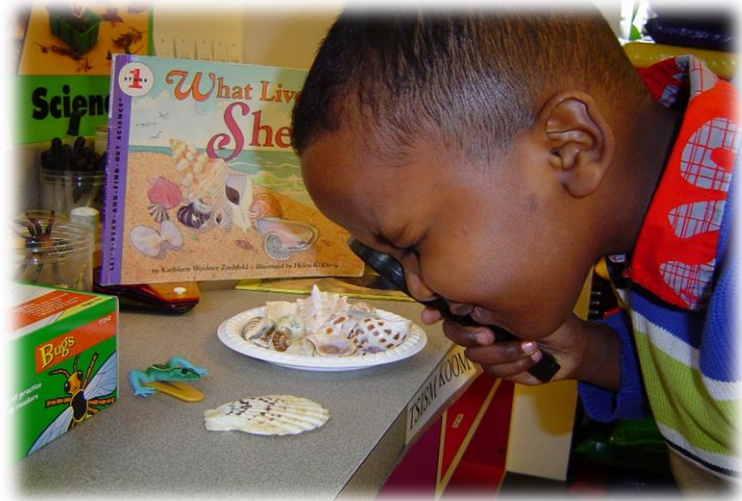
Parents In Community Action, Inc. (PICA)

The Federal Head
Start grantee for
Hennepin County
since 1969



Who We Are

- We serve 2562 children
(Pregnant Mothers and Children Ages 6 wks – 5 yrs)
- We have 13 centers including a EHS CC-Partner
- We have 102 classrooms



Program Options



Early Head Start



Head Start



Full Day

Project Secure - Homeless Program
Collaborative Classrooms w/ECSE



High Five

PICA Facts



- Diversity
 - We are #1 trainer of teachers of color in state of MN
- CDA's
 - Child Development Associate Credential
- AA's, BA's, and MA's
- Parent Training



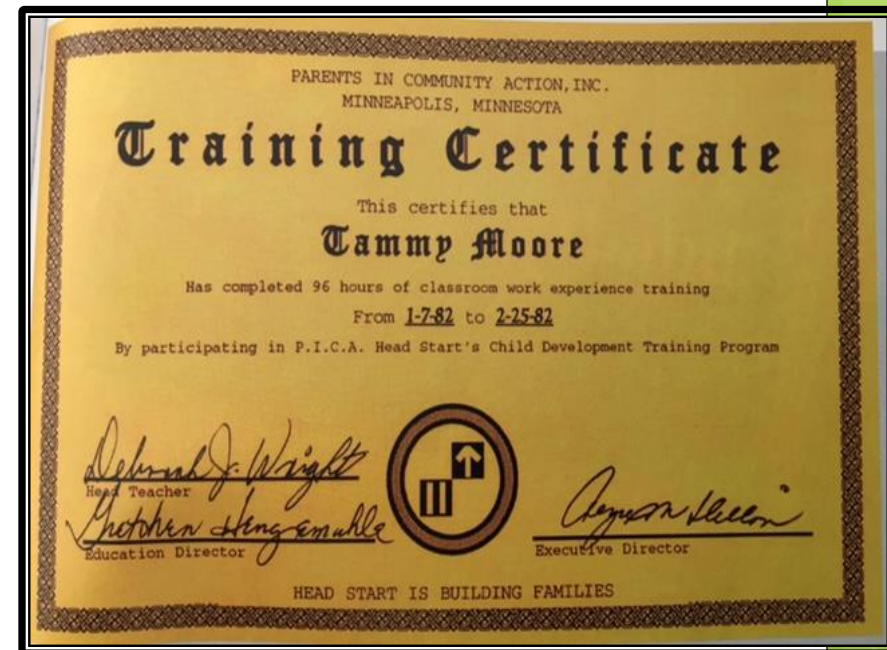
Workforce Development Opportunities



Origins of Design



- PICA piloted the Parent Training Program in 1980
 - Child Development Training Project
- Based on local employment needs, parent's interests and focus group responses, PICA developed more training projects for other agency components



Training Components

PICA offers five 96-hour (6 week) training projects:

- Infant/Toddler Child Development
- Preschool Child Development
- Clerical Services
- Transportation
- Food Service



Training Program Parent Goals



- To have a better understanding of child development and appropriate expectations for their children
- Develop inter-personal skills
- Enhance parenting and advocacy skills
- Explore job fields while gaining applicable skills
- Prepare for employment within the agency and the community at large



Complete
Application/Select Project



Parent Center Committee
Approves



Complete Orientation



Assigned to Staff Trainer



Begin 96 hour Training



Parents In Community Action, Inc.

PARENT TRAINING PROGRAM

Application

(PLEASE PRINT)

Name: _____ Date: _____
(First Name, Middle Initial) (Last Name)

Address: _____

City: _____ State: _____ Zip: _____

Telephone #: _____ Date of Birth: _____

Child Enrolled at: Site _____ Classroom # _____ Session _____

What language(s) do you speak? _____

I am applying for the following project: (Please check one)

☐ **Child Development:** ☐ Infant/Toddler ☐ Pre-School ☐ Clerical ☐ Bus Monitoring ☐ Food Service ☐ Transportation

Child Development Only: Please check any skills or talents you have experience with:

☐ Dance ☐ Drawing ☐ Storytelling ☐ Management skills with children
☐ Music ☐ Drama ☐ Physical activities ☐ Patience
Other _____

Clerical Only: Please check any skills or talents you have experience with:

☐ Answering Phones ☐ Typing ☐ Computer
☐ Greeting People ☐ Photocopying ☐ Time Management
☐ Directing Calls ☐ Organization
☐ Other _____

Are you willing to expand your written and/or verbal communication skills? Yes _____ No _____

Food Service Only: Please check any skills or talents that apply:

☐ Cooking large meals ☐ Use of commercial kitchen equipment
☐ Ordering supplies ☐ Menu planning
☐ Sanitation and health codes
Other _____

Are you willing to practice good hygiene? Yes _____ No _____

Are you willing to take a Mantoux (TB) test? Yes _____ No _____

Transportation Only: You must have a clean driving record to be accepted in this program and a Class B Commercial Drivers permit with passenger endorsement before you start.

Do you have a Class B Driver's license? Yes _____ No _____

Are you willing to get a Class B Driver's license? Yes _____ No _____

Driver's License #: _____
Date of Birth: _____ (We need this information to check your current license.)

OFFICE USE ONLY
HUMAN RESOURCES
☐ Approved
☐ Denied

Parent Training Workbook



Manual de Participante

Índice:

Bienvenida	1
¿Está usted listo?	1
Metas del entrenamiento	2
Horario del entrenamiento	2
Actividades de Aprendizaje Semanales	3-9
Confidencialidad	10
Dudas	10
Cualidades generales de trabajo	11
Instrucciones a los Pasajeros Adultos	11
La historia de Tonya	12
Relacionarse con bebés y niños	13
Relacionarse con niños preescolares	13
Notas del participante	14-17

¡Bienvenido!

Bienvenido al Programa de Entrenamiento de Padres. Nos emociona que usted esté tomando esta oportunidad de aprender nuevas habilidades laborales y aumentar sus conocimientos del desarrollo infantil temprano.

Este manual es para su uso personal. A continuación están algunas maneras en las que usted lo puede usar:

- Seguir su progreso mientras que vaya aprendiendo nuevas habilidades completando la Actividad de Aprendizaje Semanal durante cada semana de su entrenamiento.
- Usar las páginas de Notas del Participante para anotar información que usted quiera recordar o incluso para mantener un diario personal de sus experiencias en el programa.
- Evaluar cómo le va en el programa usando la Lista de Control de Autoevaluación.

¡Disfrute del programa!
¡Diviértase y siempre pregunte a su Entrenador de Proyecto sobre todas las dudas que usted tenga!



¿Está usted listo?

El Programa de Entrenamiento de Padres es un programa de preparación laboral. Esperamos que usted trate este entrenamiento como si fuera un empleo pagado.

Asegúrese de arreglar todo para que usted pueda asistir a tiempo al entrenamiento según el horario establecido con su Entrenador de Proyecto el primer día de su entrenamiento.

Considere:

- El cuidado de niños
- Citas con el doctor
- Compromisos personales
- Responsabilidades familiares
- Otras obligaciones personales



Participant Workbook

Contents:

Welcome	1
Are You Ready?	1
Training Goals	2
Training Schedule	2
Weekly Learning Activities	3-9
Confidentiality	10
Concerns	10
General Work Qualities	11
Parent Rider Instructions	11
Tonya's Story	12
Interacting With Infants/Toddlers	13
Interacting With Preschoolers	13
Participant Notes	14-17

Welcome!

Welcome to the Parent Training Program. PICA is excited you're taking this opportunity to learn new job skills and enhance your understanding of early child development.

This workbook is for your personal use. Here are some ways you can use it:

- Track your progress as you learn new skills by completing the Weekly Learning Activity each week you're in training.
- Use the Participant Notes pages to write down information you want to remember, or even keep a personal journal of your experiences in the program.
- Evaluate how you're doing in the program by using the Trainee Self-Evaluation Checklist.

Enjoy the program! Have fun, and always ask your Project Trainer any questions you may have!



Are You Ready?

The Parent Training Program is a work readiness program. PICA expects you will treat this training as you would a paying job.

Make sure you make all necessary arrangements so you can attend training on time as scheduled with your Project Trainer on your first day of training.

Consider:

- Child care arrangements
- Doctor appointments
- Personal commitments
- Family responsibilities
- Other personal obligations

Weekly Reflection Activities

Weekly Learning Activity / WEEK ONE

When learning new things, it can be helpful to:

- Consider what you already know,
- Think about what you want to know, and
- Reflect on what you've learned.

Directions

Think about the new things you did this week.

- Write down at least three new things you did this week.

(For example, you might write that you interacted with children.)

- 1.
- 2.
- 3.

- Write down at least one thing you already knew about each item you did this week.
(For example, if you spent time interacting with children, you might already know that children like adult attention.)

- 1.
- 2.
- 3.

- What would you like to know more about as a result of your experience this first week of training? Write down at least two questions to ask your Project Trainer next week.

(For example, if you spent time interacting with children, you might ask your Project Trainer about ways to help children learn to read.)

- 1.
- 2.

- What did you learn during this first week of training? Write down three things you learned.

- 1.
- 2.

Weekly Learning Activity / WEEK THREE

Research shows that successful employees share some of the same general work qualities. At the end of the training project, you will be evaluated on your general work qualities.

Directions

Page 11 of this workbook contains a list of the general work qualities you'll be evaluated on. Please review this list and then complete the activity below.

- Of the general work qualities listed on Page 11, what three best describe you?

- 1.
- 2.
- 3.

- What general work qualities could you spend more time developing? Write down at least two general work qualities you might spend more time developing.

- 1.
- 2.

- What is at least one thing you could do to develop these qualities in the next three weeks? Write down at least one development idea for each quality.

- 1.
- 2.

- What help do you need from your Project Trainer?

Weekly Learning Activity / WEEK SIX

Congratulations! You've completed six weeks of the PICA Parent Training Program. Now it's time for some final thought and reflection.

Directions

Think about your experiences in the last six weeks.

- What did you most enjoy about working in the job field you chose to train in?

- What did you least enjoy about working in the job field you chose to train in?

- If you're considering this job field as a possible career, what questions do you have for your Project Trainer or Parent/Child Advocate about next steps to take?

- If you are not considering this job field as a possible career, what three things could you do now to move forward in your search for a possible career field?

Evaluation: General Work Qualities

PICA will evaluate you on the following work qualities. To prepare, ask yourself:

Question	Always	Sometimes	Not Usually
Do I work hard?			
Do I show a willingness to learn?			
Do I actively seek out information? (Ask questions)			
Do I take responsibility?			
Am I dependable?			
Do I treat others with respect?			
Do I pay attention to details?			

Parent Rider Instructions

Parent Riders play an important role at PICA. Parent Riders help supervise children on PICA buses and interact with them during the ride.

As supervisors, Parent Riders:

1. Document pick-up time and attendance for each child.
2. Ensure children enter and leave the bus one at a time.
3. Make sure that children are either sitting with their seat belt fastened before the bus starts moving or are safely secured in the appropriate child safety seat.
4. Prevent children from moving around on the bus while it is in motion.
5. Keep the aisles on the bus free from objects.
6. Help prevent children from tampering with the emergency doors.
7. Help prevent children from putting

their arms, hands, heads, or bodies out of the bus windows.

8. Help maintain discipline and order on the bus.
 9. Know and follow emergency procedures to safeguard children.
 10. Memorize PICA safety phone numbers.
- Parent Riders interact with children to help make their transition to and from the PICA Center enjoyable.
- For example, Parent Riders:
- Encourage children to notice things outside the bus: cars, trucks, houses, colors, sounds, trees, etc.
 - Encourage children to talk about what they see.

Interacting with Infants and Toddlers

The degree to which a caregiver nurtures an infant has a profound effect on how the child develops. Children who are not nurtured as infants and toddlers are likely to be lagging developmentally, no matter how hard you try to help them "catch up."

Here are things you can do when interacting with infants and toddlers in PICA's classrooms that will promote cognitive, social, emotional, and physical development.

- Build strong attachments with children by cuddling, holding, speaking with, singing to, and responding to children's needs. Children who feel safe and secure are more likely to take risks and try new things—explore.
- Children learn through play. Try to:
 - ❖ Encourage a child to explore, and
 - ❖ Follow the child's lead.
- Promote literacy by making sure that infants and toddlers hear language throughout the day. Try this:
 - ❖ Read to children! Read! Read! Read!
 - ❖ Give a "play by play" of what a child is doing as he or she moves from activity to activity.
 - ❖ Sing to a child during diapering and feeding times.
 - ❖ Talk *with* a child—not *at* a child.
- Follow daily routines—this promotes trust and a sense of safety and security.
- Interact with children using warm, friendly, and responsive tones—this encourages a child's exploration and creativity.
- Observe a child and interpret his or her needs—respond promptly, appropriately, and tenderly.

Interacting with Preschoolers

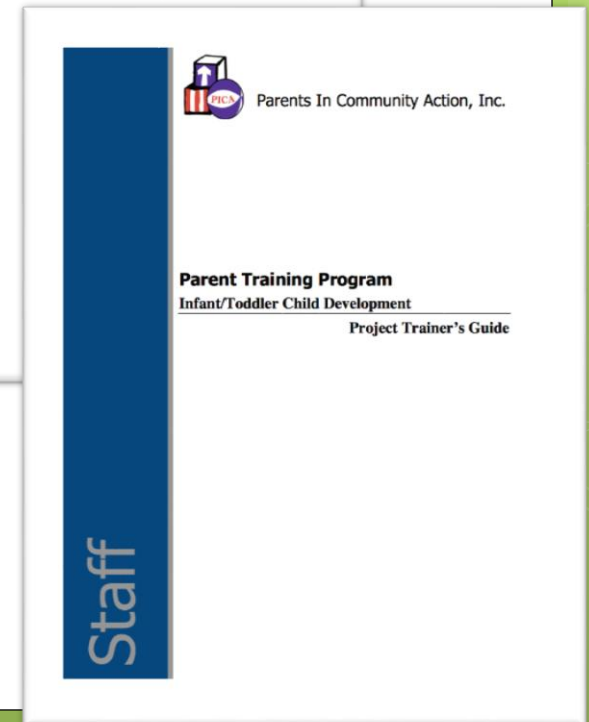
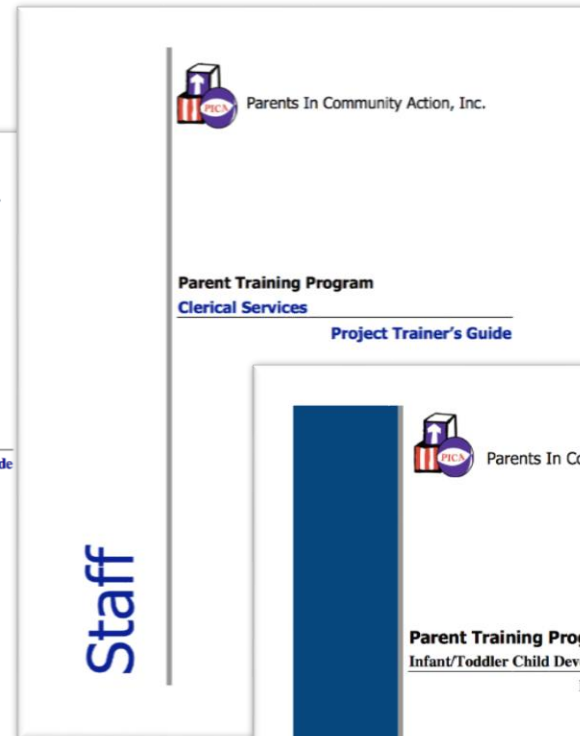
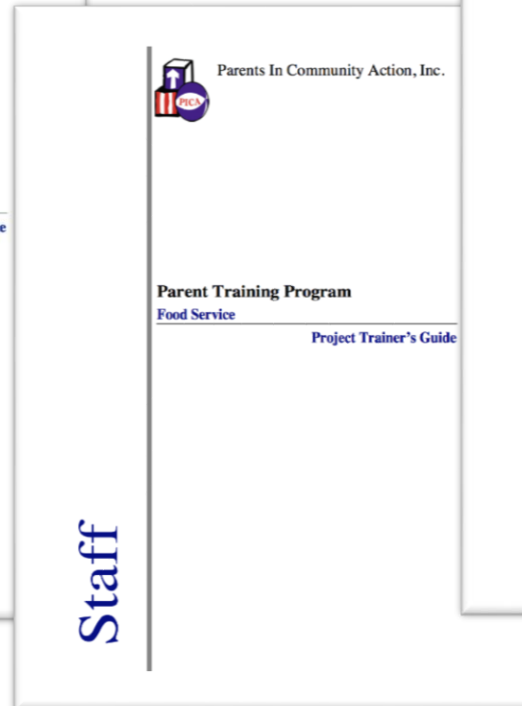
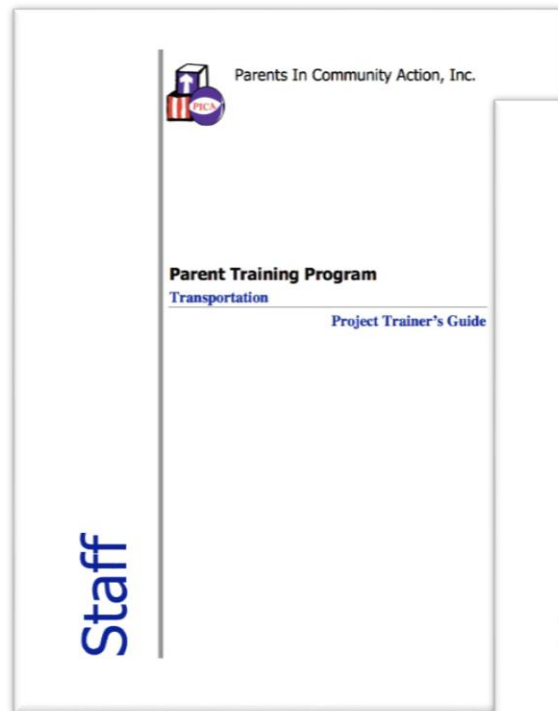
Developing a preschooler's language and literacy will help give them a "head start" in Kindergarten and provide a foundation for a lifetime of learning.

When working with preschoolers in PICA classrooms:

- Help build a child's self esteem by praising the child, commenting on his or her positive behavior, and complimenting the child.
- Talk with and listen to a child by asking open-ended questions such as "why," and "how does that happen or work," and "what do you think?" (Open-ended questions cannot be answered with "yes" or "no.")
- Encourage children by saying things like, "I know you can do it!" and "Good try—try again!"
- Play with children. Sing songs, read, play games indoors and outdoors, build things, color things, make things, read some more, sing some more, play some more!
- Be consistent with children. Follow a daily routine so a child feels safe to try new things and take risks.



Staff Trainer Guides



*Teachers, Drivers,
Cooks, Receptionists
are the trainers

Tasks, Scripts, and Checklists

Food Service Training Project

Task 3. Tell the trainee that any information he or she may learn about a child or family while in the Parent Training Program must be kept strictly confidential.

- Explain that the trainee must never reveal to anyone—friend, spouse, partner, relative—any information he or she may learn.
- Explain that “information” includes (but is not limited to) any knowledge about a child’s day at school, his or her learning goals, his or her family situation, the child’s food preferences, likes and dislikes, and so on.
- Explain that revealing information about a child or family to another individual may result in immediate termination from the Parent Training Program.

Task 4. Show videos to the trainee.

- Show the videos in the following order:
 - Personal Hygiene and Food Safety
 - Sanitation
 - Hand Washing
- After each video, ask the trainee what questions he or she has.



IMPORTANT: Depending on the trainee’s schedule, you may not be able to complete all of Step One on the first day of training. This is okay. Work through the tasks in this step and all other steps as the trainee’s schedule permits. Use the Sign-In Sheet to keep track of hours. The trainee should sign in and out each time he or she attends training.

Task 5. Talk to the trainee about PICA’s food service philosophy.

- **Food is the fuel that runs children’s bodies and minds.** It provides them with the energy they need to run and play, think and reason, sing and dance, laugh and cry, talk and listen.
- **What human beings put into their bodies has a powerful influence over how their bodies function.** For young children, who are still developing physically, emotionally, and intellectually, this is especially true. Children’s nutritional status has the potential to either set the stage for their future success or impede their growth and development.

Project Trainer’s Guide / 4

Clerical Services Training Project

SAY: “Also, make sure you call us if your address or phone number changes so we know how to reach you.”

Program Information

Q. What is High Five?

SAY: “High Five is a developmental kindergarten program for children who miss the cutoff date for entry into public school kindergarten.”

If the parent wants to know what the program does:

SAY: “High Five is co-taught by public school kindergarten teachers and PICA teachers in order to give children a chance to continue developing their literacy skills so they prepared to enter kindergarten.”

If the parent wants to know when the program operates:

SAY: “The High Five program option operates three hours a day (morning and afternoon sessions), five days per week.”

Q. What is BOOST?

SAY: “BOOST stands for “Brighter Ongoing Opportunities for School Transition.” This is a six-week kindergarten readiness program for children who would benefit from continued Head Start learning experiences to develop their literacy skills during the summer before they attend kindergarten.”

Q. What is Full Day? / What is Split Week?

SAY: “Full day refers to the program option in which a child attends Head Start eight hours per day, five days per week, for the entire program year. Split week refers to the program option in which a child attends Head Start six hours a day, two or three days a week, for the program year.”

Trainer’s Guide / 8

Infant/Toddler Child Development Training Project

Infant/Toddler Training Checklist

Project Trainer’s Name: _____

Trainee’s Name: _____

Track progress by putting an “X” in the box that best reflects the activities the trainee has just completed: “Informed”; “Observed”; or “Practiced.”

Importance of Confidentiality	Informed	Observed	Practiced	Observations / Thoughts
Introduction to the Classroom	Informed	Observed	Practiced	Observations / Thoughts
Safety				
Areas of classroom				
Space in classroom				
Focus on children				
Health and Hygiene	Informed	Observed	Practiced	Observations / Thoughts
Role modeling				
Washing hands				
PICA Philosophy of Working With Children	Informed	Observed	Practiced	Observations / Thoughts
Stimulating, nurturing environment				
Secure attachments				
Observing children				
Learning through play				
Caregiver interactions				
Respect for child				
Building relationships with children				
Consistency				
Positive attitude				

Project Trainer’s Guide / 11

directly with young children and their families to prepare them socially, emotionally, cognitively, and physically to enter the school system and to progress successfully through school.

Project BOOST follows the philosophy that a child ready for kindergarten is not a child who simply excels at “academic” skills. A child ready to enter kindergarten also feels good about himself or herself, expresses his or her ideas and feelings through words, and is ready to learn and excited about new learning experiences.

Clerical Services Training Project

Clerical Services Training Checklist

Trainer's Name: _____

Trainee's Name: _____

Date of Trainee's 1st Day With Trainer: _____

Clerical and Secretarial Skills	Informed	Observed	Practiced	Trainer Observations / Comments
Copy machine				
Posting sign-In Sheets				
Following security procedures				
Receiving shipments				
Protocols for receiving U. S. Mail				

Receptionist	Informed	Observed	Practiced	Trainer Observations / Comments
Answering phone				
Handing calls from frustrated parents				
Routing internal and external calls				
Posting mail				
Greeting visitors				
Interoffice mail				
Responding to frequent questions				

Computer	Informed	Observed	Practiced	Trainer Observations / Comments
Microsoft Word				
Keyboarding				
CRDB				

Classrooms	Informed	Observed	Practiced	Trainer Observations / Comments
Working with children				

Trainer's Guide / 23



Parents In Community Action, Inc.

PARENT TRAINING PROGRAM Trainee Evaluation/Preschool Child Development

Project Trainer: _____

Trainee: _____

Today's Date: _____

TRAINER'S NOTE: Complete this entire form before conducting the formal evaluation with your trainee on the last day of training.

INSTRUCTIONS: Read the following statements. Check the phrase that best describes your perception of the trainee's performance.

SECTION A: General Review

PICA CODE OF CONDUCT

1. Reports to work on time.
2. Follows PICA Code of Conduct.
3. Rides the PICA bus as a Parent Rider.
4. Follows PICA "Don't Forget" Rules.
5. Maintains confidentiality.

Always	Most of the Time	Sometimes	Rarely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GENERAL WORK QUALITIES

I feel this trainee:

1. Works hard.
2. Shows a willingness to learn.
3. Actively seeks out information (asks questions).
4. Takes responsibility.
5. Is dependable.
6. Communicates with me and others.

Always	Most of the Time	Sometimes	Rarely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B: Skills Review

I feel this trainee:

1. Works to build children's self-esteem.
2. Respects each child.
3. Compliments children who are doing well.
4. Redirects a child's unacceptable behavior.
5. Listens to children.
6. Responds to children.
7. Works to build relationships with children.

Yes	For the most part	Not really	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\$300 Stipend

*funded out of
Head Start
funds



Parents In Community Action, Inc.



*CERTIFICATION OF TRAINING
FOR THE PARENT TRAINING PROGRAM*

This certifies that

*has completed the
Infant/Toddler Child Development
Train-the-Trainer Program*

Trainer's Signature

Center Director's Signature

Date

Parent Internship

Head Start or Early Head Start

- 700 hours (paid internship)
- Assigned to Mentor Teacher
- Learn and practice
 - ✓ Observations
 - ✓ Lesson Planning
 - ✓ Child Interactions
- Attend onsite CDA classes



Parents In Community Action, Inc.

Parent Professional Development Internship Program Overview

Program Mission: To “grow our own” by preparing parents for Early Childhood Development employment opportunities at PICA through providing coaching, training, observation, internships and professional development.

- Applicants must commit to completing all trainings, internship hours, and observations as requested through the Parent Professional Development Internship Program.
- All applications must be pre-approved by a Center Director before submitting an entrance application.
- Applicants will be interviewed for program entrance approval.

Overview:

Before you apply for the Parent Professional Development Program you must have:

- GED/High School Diploma
- Completed 96 Hours in Early Childhood Development Parent Training Program.
- Completed 160 PICA Sub Hours.
- Obtained two letters of support from PICA staff.

All approved applicants are expected to complete the following during the course of the program:

- Sign a commitment agreement outlining expectations and requirements.
- Intern Monday through Friday, 8 hours per day.
- Create a professional development plan with PICA's CDA Coordinator
- Complete the internship in a PICA Head Start Classroom for the agreed amount of time, not to exceed 700 hours.
- Complete and attend a minimum of 20 hours of child development workshops, as part of the 700 hours. Training completed during the day will be paid at same hourly rate as classroom time and must be pre-approved by Center Director. Training after hours will not be paid for as part of internship.
- Complete a self-evaluation and an evaluation of the mentor teacher twice during the internship, halfway through and at the completion of internship.

Benefits to Parents



- Gain a better understanding of individual growth and development for their children so that they know what is reasonable to expect
- Broaden knowledge of emerging literacy
- Learn valuable entry level job skills and general work qualities important to employers
- Learn about career fields
- Parents are involved in the learning and development process of their children
- Receive a certificate of completion and an expense stipend



Benefits to the Child



- Gives the children a sense of pride that their parents are involved in their school
- Children can better relate to parents who are reflective of the student population
- Enhanced interaction with their parents
- Decreased Adult to Child ratios



Benefits to PICA



- Provides PICA with an extra pair of hands in the classroom
- Adds diversity to the classroom
- Provides PICA with a pool of potential staff that are racially and ethnically reflective of the children and families we serve
- Gives PICA a “home language” model



How to implement your own training program



- Identify the needs of your children, parents, organization and the community
- Identify needed supports for parents to ensure success
- Identify the value this type of program would contribute to your organization
- Identify available training funds already designated in your programs budget
- Develop a curriculum and materials for each training program



Outcomes



2015-2016

18 Interns
15 CDA's Awarded
11 Hired as Assistant Teachers

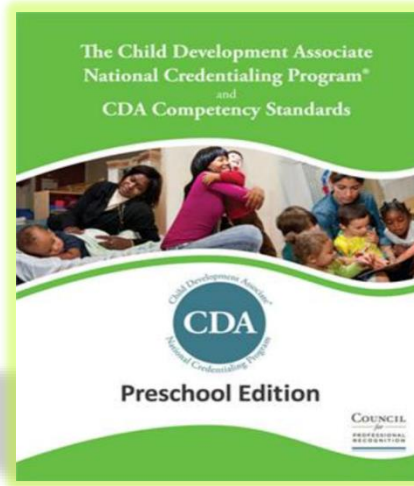
2016-2017

8 Interns
6 CDA's Awarded
6 Hired as Assistant Teachers

2017-2018

9 Interns
7 CDA's Awarded
2 Hired as Assistant Teacher

All ELL Learners



**Average 200
completed
parent training
projects annually**

“Growing Our Own” at PICA

Degrees and Credentials

Out of 210 education
staff:

123 Education Staff
have degrees

(Teachers & Assistant
Teachers)

161 Education Staff
have CDA's

(32 have Infant/Toddler and
Preschool)

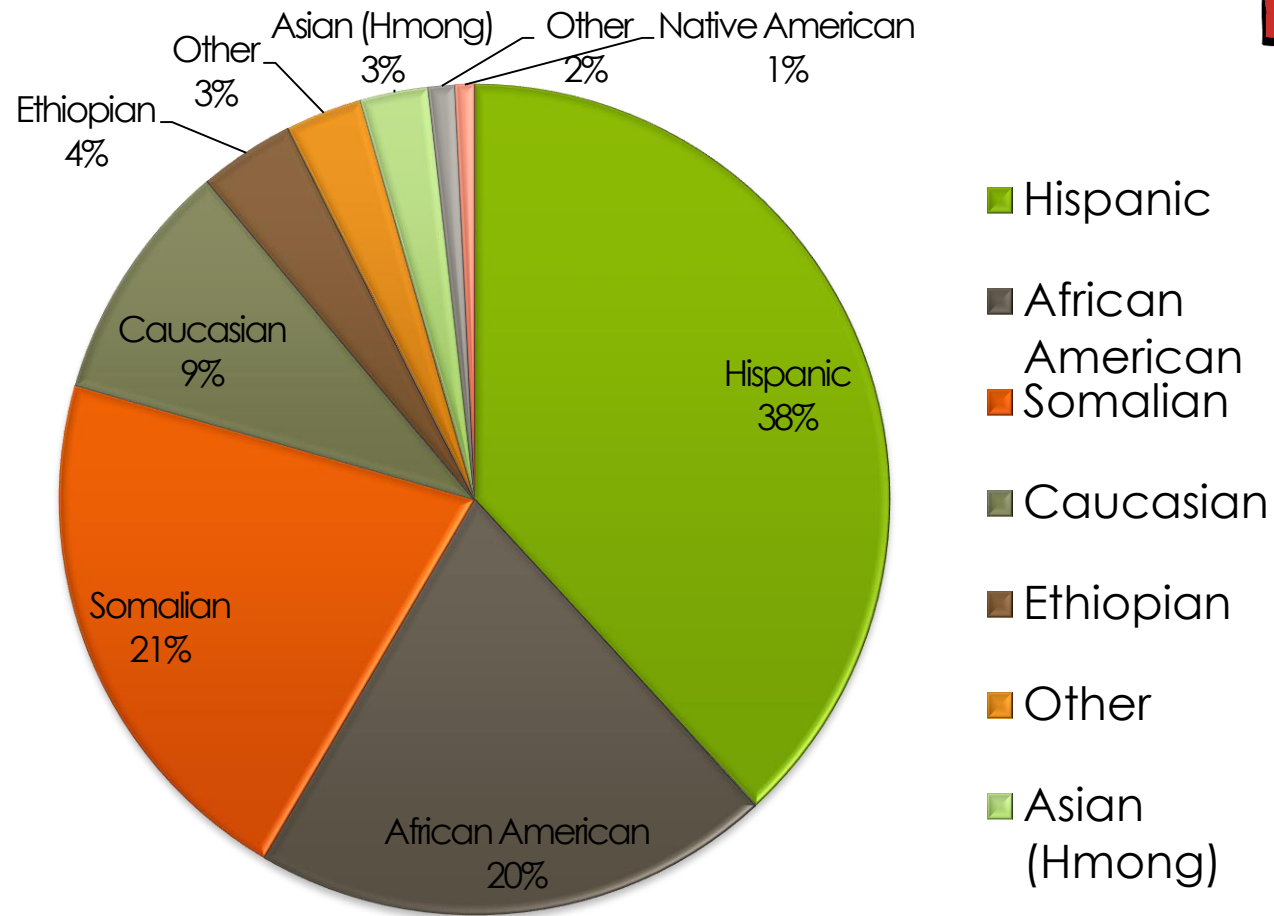


Minnesota Facts – The Ultimate Reason to Implement a Parent Training (Grow Your Own) Program

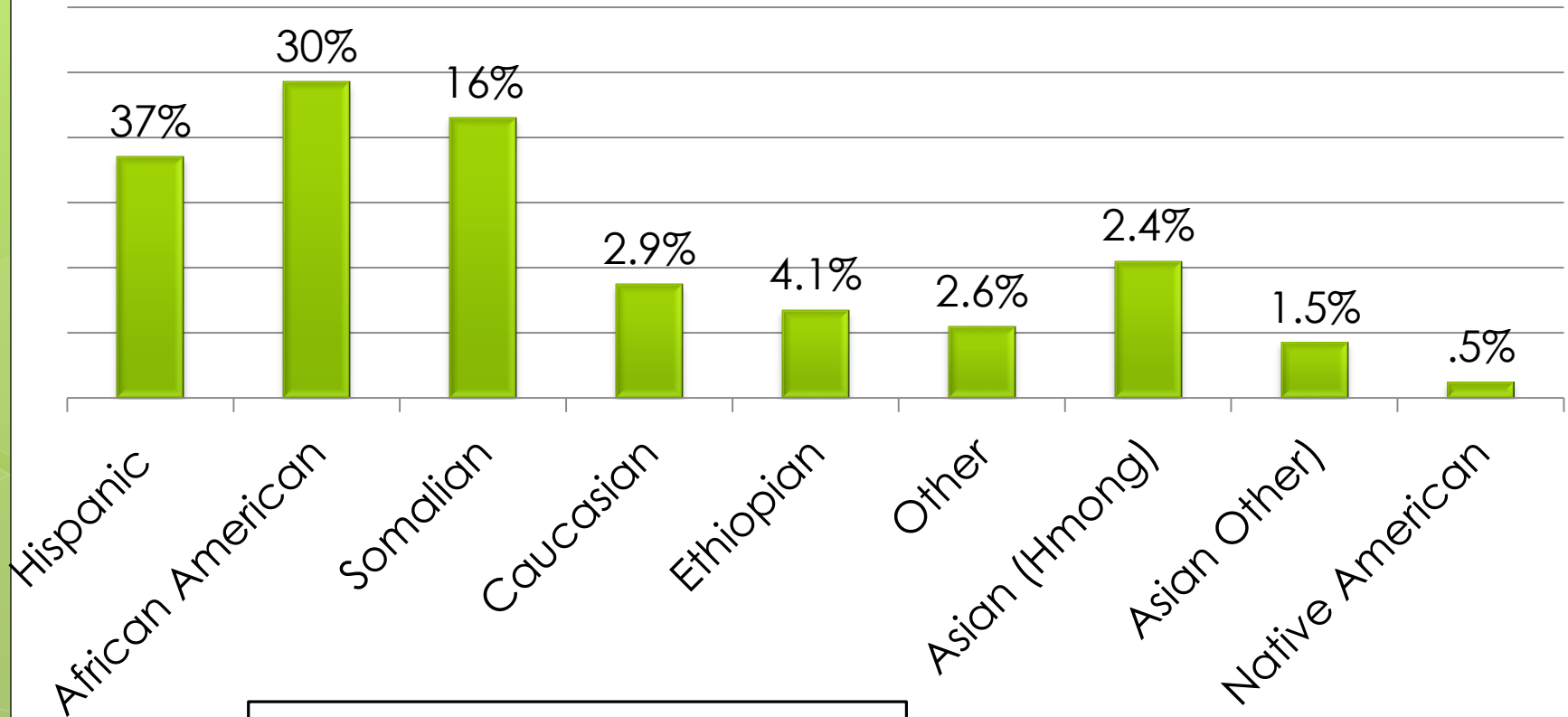
- 1988 – 4% of Minnesota teachers of color
- 2018 – 4% of Minnesota teachers of color

*Source- Minnesota Education Equity Partnership

Child Ethnicities



Staff Ethnicities



48% Past Head
Start Parents

Questions

For More information

Candee Melin

cmelin@picaheadstart.org



Questions



Family Futures Downeast:

A 2Gen employment
and education program
for families in
Washington County,
Maine

Washington County, Maine



- ❑ Home to 32,000 people, including 3,600 members of the Passamaquoddy Tribe
- ❑ Industry is primarily natural-resource based, seasonal and physically taxing. Increasing activity in health occupations.
- ❑ Workforce participation is declining. Median age is 47.
- ❑ Overall poverty at 18%, child poverty 28%, single female householders with children under 5 is 48%
- ❑ Lowest educational attainment rates in the state (30% vs 40%)



Community Caring Collaborative

CCC Mission: Nurture and sustain collaboration that expands resources and increases hope, health, and well-being for people in Washington County.

The CCC convenes partners in order to:

- Increase skills and knowledge for providers
- Identify and remove barriers
- Incubate new programs
 - Find sustaining resources
 - Support staff training and clinical integrity of new programs
 - Transition programs into new organizational homes



Listening to parents: visioning meetings reveal aspirations...

Parents wanted to:

- Be able to pay their bills
- Move beyond basic needs/survival
- Go to college and enter careers
- End the cycle of poverty in their families
- Get great parenting information
- End cycles of child welfare involvement
- Give back



...and barriers

Logistical

- Lack of money
- Extremely limited access to safe, quality, affordable child care
- Transportation barriers
- Technology barriers
- Unmet basic needs

Emotional

- Few or no people who believed in them
- Few role models
- Stress, family stress
- Self-doubts
- Loss of hope
- Lost trust

Systemic

- Already navigating so many systems
- Paperwork, proving eligibility is overwhelming
- Disincentives to work
- Judgment and shame
- Service disruption

The Response

Create the Opportunity

- Post-secondary education
- Workforce training and career pathway opportunities
- College prep and tutoring
- High-quality early care and education
- Whole-family supports and services

Remove the Barriers

- Coaching - relationships that change outcomes
- Access to community resources
- Cohort model – peer supports
- Family Rooms
- Family and life skills curriculum

FFD Partnerships



Academic, workforce, and career programming promote college readiness & family-supporting jobs



In a cohort, parents take 5 contextualized college courses in Family Life Skills, earning 15 credits toward a certificate or degree



Co-located, high-quality early education supports school readiness & success; family meals



Resolves financial barriers for families; partners are trained in key values; clinical supports for FFD staff



FFD is a partnership of 7 equal organizations working together to support family economic stability in Washington County; personnel and fiscal home

FFD Enrollment and Eligibility

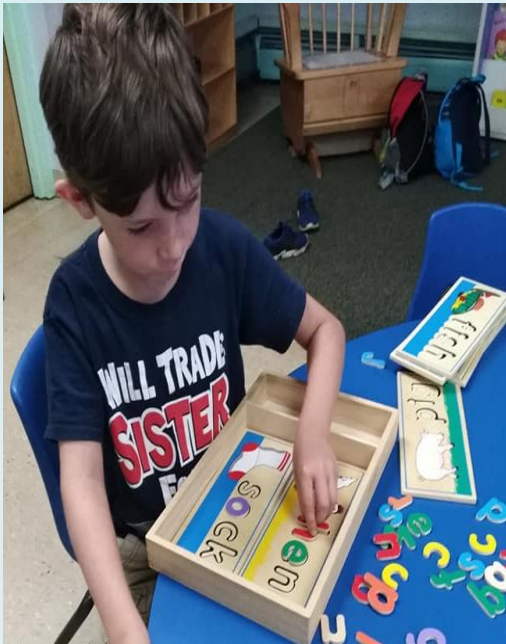


- FFD can serve up to 32 families per year with an intensive first year and supportive transitional year
- Low-income
 - TANF eligible or participating
 - SNAP participating
 - Eligible for federal financial aid
- Completed high school
- Will enroll child(ren) ages 0-8 in co-occurring evening program
- Will participate in ongoing data collection
- Motivated to pursue training and employment programming to improve family economic stability and to support children's healthy development and school readiness

Family Coaching

- First point of contact who offers individualized, strengths-based support from day one
- Poverty, trauma, and substance-use informed professionals with cultural competencies
- Build executive skills
- Connectors to program partners and community resources (financial aid, mental health, housing)
- Help resolve barriers and access flex funds
- Support transitions in Year 2





Early Learning for Children

- Children are emotionally, physically healthy
- Children are safe from violence
- Children benefited from high-quality early care, some for the first time.
- All children increased skills that promote school readiness
- Programming for FFD youth (ages 9-13) promote healthy activities, homework completion, and positive social relationships



Social Capital

- Cohort model help parents feel connected to peers
- Parents support each other outside of classes – arranging child care, rides, children's supports
- Help each other in crisis – food, rides, knowledge
- Parents help each other find jobs
- Private Facebook groups for questions about assignments, community resources; backing each other up



Increasing Opportunity & Income

- Coaches and partner staff prepare participants for job applications, interviews, and negotiation
- Supports through partners help students access jobs and school
- Moving from unemployment, seasonal work, gig economy to family-supporting living wages

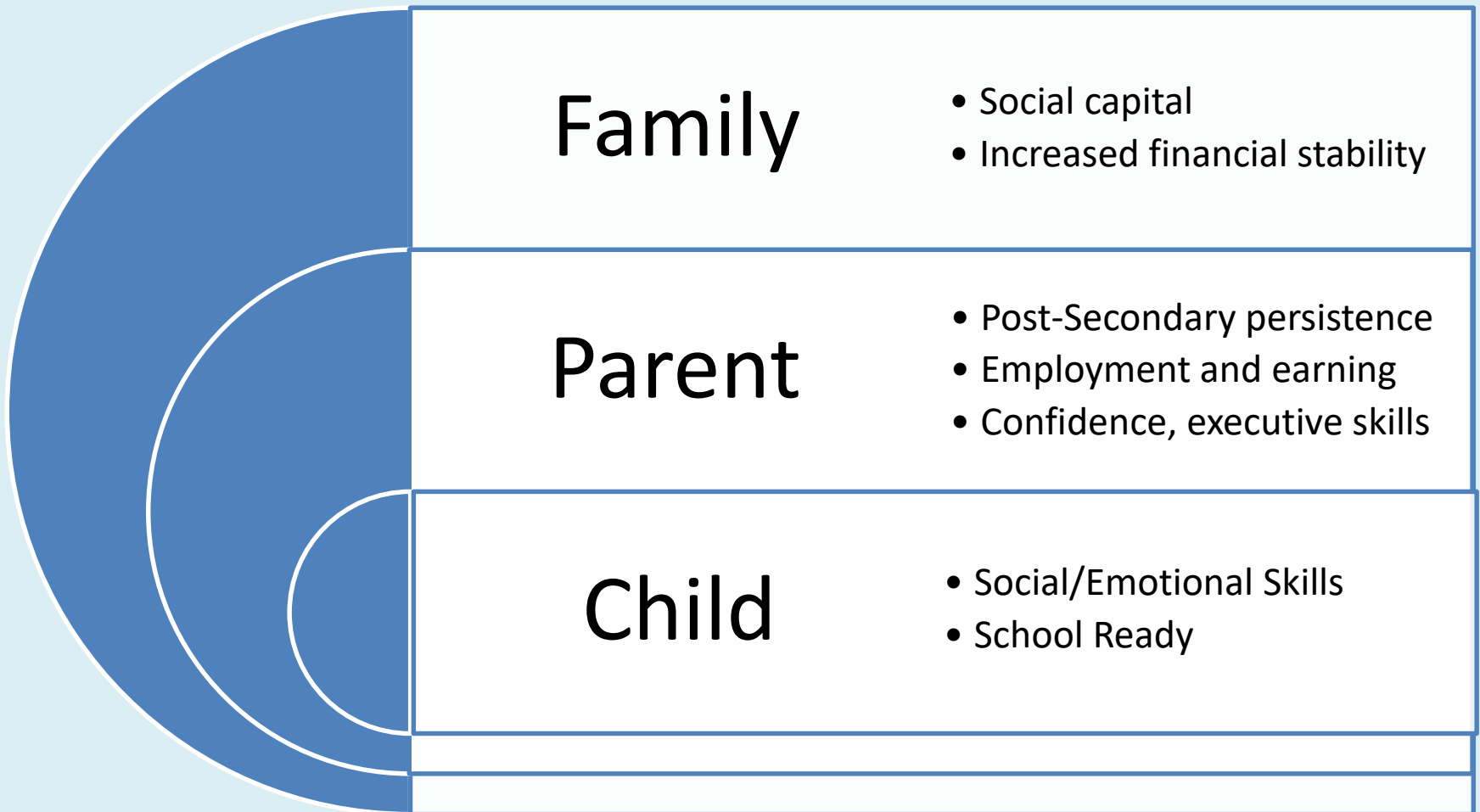


Workforce Supports

- Career exploration during onboarding
- Axiom Education and Training Center & the Washington County CareerCenters offer career supports to participants before, during, and after FFD
- FFD's core curriculum allows parents to take risks, explore high-wage, high-need jobs
- Parents develop public-speaking skills, advocacy, and job readiness skills



Measuring Outcomes



Whole Family Outcomes

- 36 of 48 parents continued in college, over half in bachelor's programs (75%)
- Fall-to-Fall persistence after 1 year in FFD is 87%; 78% of students are also employed.
- 100% developed a detailed Career Plan
- 100% reported positive shifts in self-confidence
- In one year, coaches helped families resolve 25 types of financial barriers, and access supports/services from 22 organizations



Other Two-Gen results

What's different for Families?

- An opportunity where one did not exist before
- Coaches and a cohort to back them up
- College is on everyone's mind
- Children in high-quality settings on college campuses
- They've gained confidence, belonging, family capacity, and hope
- People are rooting for them!

What different across systems?

- Seven-partner MOA with unique relationships
- Training and lessons learned ripple across partnership
- Sharing data and sharing resources
- Innovative sustainability partnerships in Maine



Lessons Learned

- Listening to families results in strong programming
- Removing barriers makes the opportunity possible
- Strong collaboration leads to shared accountability
- Two-gen implementation involves risks at all levels
- Technical Assistance advances the work
- Outcomes have a multiplier effect



"FFD has been there for every single hardship along the way. Not only am I getting funding to go to college but they are helping with much of life outside of that as well. It is because of them we are fed, warm, healthy and on the way to a more stable life"

"FFD made the difference between me feeling hopeless and hopeful, period. I cannot stress enough how much this program has made a positive impact on me and my family!"

"FFD helped me in dealing with my mental health as I tried to navigate becoming a college student. I was made to feel safe, and worthy. My self-esteem has definitely increased."



Contacts

Marsha Sloan

Director, Family Futures Downeast

msloan@sunrisecounty.org

207-255-0983



Charley Martin-Berry

Director, Community Caring
Collaborative

cmartinberry@cccmaine.org

207-263-5172



Questions

2GEN APPROACH RESOURCES

Rural IMPACT and the Community Action Partnership Learning Community Resource Center

- [Anti-Poverty Practice Series--Rural IMPACT: Two Cases](#), Community Action Partnership, Learning Communities Resource Center
- [Planning and Implementation of the Rural IMPACT Demonstration](#), U. S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation
- [Uplifting the Family: A Two-Generation Approach](#), Community Action Partnership
- [Community Action Economic Mobility Initiative Design Plan](#), Community Action Partnership

DESIGN PLAN

- Support for completing components necessary to design a whole family approach
- Establish clear vision and results
- Identify internal and external partners
- Plan and implement activities to engage customer voice
- Develop information for theory of change and logic model



Community Action
Economic Mobility Initiative

Design Plan

2GEN APPROACH RESOURCES

Aspen Ascend

- [Making Tomorrow Better Together](#)
- [2Gen Outcomes Bank](#)
- [2Gen Toolbox](#)
- [101 Trying on a 2Gen Approach](#)
- [201 2Gen Action Plan](#)
- [301 Community Guide to 2Gen Approaches](#)



2GEN APPROACH RESOURCES

Administration for Children and Families, Office of Planning, Research & Evaluation

- [Conceptual Frameworks for Intentional Approaches to Improving Economic Security and Child Well-being](#)
- [Features of Programs Designed to Help Families Achieve Economic Security and Promote Child Well-being](#)
- [Using Research and Evaluation to Support Programs that Promote Parents' Economic Security and Children's Well-being](#)



2GEN APPROACH RESOURCES

[A Two-Generation Human Capital Approach to Anti-Poverty Policy](#), The Russell Sage Foundation, Journal of the Social Sciences, Volume 4, Issue 3, February 2018.

“We propose a two-generation anti-poverty strategy to improve the economic fortunes of children in the United States. Our policy bridges two traditionally siloed interventions to boost their impacts: Head Start for children and career pathway training offered through community colleges for adults. We expect that an integrated two-generation human capital intervention will produce greater gains than either Head Start or community college alone...”

2GEN APPROACH RESOURCES

Webinars

- Laying the Groundwork for Service Integration and a Whole Family Approach (March 14, 2018)
- Breakthrough Ideas that Move Children and Their Parents Toward Education Success and Economic Security (April 11, 2018)
- Building Intergenerational Success: Measuring Whole Family Outcomes (May 2, 2018)
- Whole Family Approach Building Blocks (August 22, 2018)
- Whole Family Building Blocks: Building and Using Leadership (October 24, 2018)
- Whole Family Building Blocks: Attending to Organizational Culture and Systems (October 31, 2018)
- Whole Family Building Blocks: Aligning High Quality, Intentional, Intensive Services to Parents and Children (November 7, 2018)
- Access these webinars and more [here](#).

COMMUNITY ACTION & HEAD START

Cases of Integration

- In collaboration with OCS, OHS, and CAPLAW, identified areas where silos often occur, as well as the roots of monitoring deficiencies
- Examined leadership, governance, finance, and other structures/processes between Head Start & CSBG/overall CAA
- Interviewed 7 agencies
 - 2 Public
 - 5 Private





**WEBINAR
WEDNESDAYS**

Join Free Expert-Led National
Webinar Presentations on
Promising Anti-Poverty Practices

<https://communityactionpartnership.com/events/category/webinars/>

NEW! Partnership Resource Library



www.communityactionpartnership.com > Tools & Resources > Resource Library



Webinars

Click here to access all Community Action Partnership facilitated webinars across our various training & technical assistance focus areas.



Publications and Toolkits

Click here to access all Community Action Partnership developed publications, toolkits, and resources across our various training & technical assistance focus areas.



Online Tools

Click here to access our collection of web-based tools, trainings, and resources related to Community Action Partnership's various training & technical assistance focus areas.

CSBG TTA Resource Center



T/TA Submission

Submit a request for training or technical assistance. We will confidentially help you identify issues or areas of improvement, point to resources, and connect you with those that can help.



Consultant Bank

Search through a screened list of consultants who offer T/TA in the CSBG Network.



Discussion Forum

Connect with your peers to ask questions, share experiences, and get announcements.



Resource Bank

Search for resources such as evidence based or informed programs and practices, toolkits and guidebooks, webinar recordings, and more.



Shared Calendar

View a calendar of events in the CSBG Network.



www.csbgtta.org